

Released Items
Winter 1999

Social Studies MEAP
Grade 5

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Grade 5 Social Studies MEAP Released Items, Winter 1999

Introduction to the 1999 Released Items and Scoring Guides for Social Studies

The goal of all social studies education is to prepare responsible citizens through the development of four capacities in young people: disciplinary knowledge, thinking skills, commitment to democratic values, and citizen participation.

This set of released items and the accompanying scoring guides have been created to further clarify the process used to score the student responses. We believe an important element in improving social studies instruction is to provide a clear understanding of the relationship between instruction and testing. Clearly, to better understand the testing process we must understand how each student's test is scored.

As you begin your work with this scoring guide that accompanies these released items, concentrate on the principles of scoring exemplified, not the specific language of any one student. We hope this guide will begin the process of making the rules for scoring which are included in this package more concrete for you. Look for the relationship between the papers included and the scoring guidelines. Once you understand the scoring principles, you will be able to consistently score your own students' papers the same way we will score their social studies MEAP.

These materials are designed to show teachers, students, parents, and others concerned with the quality of education in Michigan what students are expected to know and be able to do in the field of social studies. These materials also include examples of the assessment tools used by the state to determine whether students have met the standards.

The Michigan Curriculum Framework Standards and Benchmarks for Social Studies have provided the structure for the state testing program for social studies since their adoption in 1995. The content standards and benchmarks for social studies were adopted and serve as the basis for the design of the social studies MEAP, the development of the test questions, the basis for scoring open ended questions (i.e., the constructed response and extended response items), and the criteria for the development of the definitions used during standard setting.

The Michigan Department of Education's plan for assessment development was to create a test aligned to the content standards and benchmarks, to score it accordingly, and set the cut scores based on the social studies content standards. In this way we believed that Michigan teachers of social studies would have a clear understanding of the relationship between what they taught and the way they taught it and what was tested on statewide testing.

It is critical that teachers of social studies have accurate information about how the test is scored. It is simple enough to say that the test is aligned to the standards, but much more useful to provide examples. That is a major goal of this document.

The range-finding teachers are an important part of this process. They are classroom teachers currently teaching at grades 4 or 5. When they come together to create the "rules for scoring", their first charge is to set comprehensive guidelines for the scorers so that every correct answer is given credit. Students are divergent thinkers so this is a daunting but not impossible task.

You will see answers here that are less than perfect. You will hear the voices of the students in the papers we have selected. In order to reach their goal of giving credit to every correct answer, the rangefinding teachers often had to pose the question, "This isn't the way a teacher would say it, but is it a satisfactory explanation for a student in grade 5?"

But before we begin we must once more emphasize that our goal is responsible citizenship. If a student learns to write an extended response for the MEAP and never understands that our democracy depends upon citizens who clearly express themselves to public officials on matters of public interest we have failed. A good test score will never replace our nation's need for responsible citizens. Your efforts in connecting social studies knowledge to the real world and knowledge of our core democratic values are the very foundation of citizenship.

Materials Needed to Complement this Guide

The following materials will be useful to you and are designed to complement this guide: the Michigan Curriculum Framework and the Grade 5 Social Studies Assessment Model. These documents should be available to those interested in using the released items to improve student achievement. The Curriculum Framework can be found on the Michigan Department of Education web page at

<http://cdp.mde.state.mi.us> and the Grade 5 Assessment model at <http://cdp.state.mi.us/Assessment/mode5.pdf>. This document and the released items for grades 8 and 11 are also available on our web site at: [http://cdp.mde.state.mi.us/#released items](http://cdp.mde.state.mi.us/#released%20items).

The Three Types of Questions

It was determined by the social studies assessment team that the content standards and benchmarks would best be assessed by using three types of questions. These three types of questions are: selected-response, constructed-response, and extended response.

* **Selected-response** questions ask students to read a passage, map, chart, or table. After studying the prompt, students should read the questions and choose the best answer from four choices provided.

* **Constructed-response** questions ask students to explain a conclusion, provide examples, complete a chart, interpret information, or give a reason for the answer they have given.

* **Extended-response** questions require a student to interpret information from a set of data on a hypothetical issue of public policy, identify a relationship presented in the Data Section, take a position for or against the policy, give reasons that support the position the student has taken, and apply their knowledge of core democratic values and social studies to support their position.

Selected Response Items

The important characteristic of selected response items is that they are designed to be “beyond text” type items. That is, the prompt that introduces this cluster of five multiple choice items is only meant to provide a context for the questions that follow. The correct answer will not be found in the prompt, but will come from the student’s prior knowledge about the concepts covered. Notice, for example, that item #31 (page 7) in the ANOTHER ROAD TO THE PRESIDENCY cluster requires students to demonstrate their knowledge of the primary role of different branches of government. Item #32 (page 7) requires students to demonstrate their knowledge of the different levels of government using the same context. In neither case will the actual answer be given in the prompt itself.

From an instructional perspective this means that emphasis should be placed on covering the concepts reflected in the content standards and benchmarks that the test items are based on. Then regardless of the specific topic used for the prompt, the students should be able to use their general knowledge of the concept to construct the right answer.

Constructed Response Items

There are two constructed response items in this packet. The first, MANUFACTURING CENTERS AND THE ENVIRONMENT (page 8) was taken from the geography section of the grade 5 test, and was designed to determine whether students could distinguish between human characteristics of the environment and physical characteristics of the environment. To receive full credit for their response a student must correctly identify a human characteristic of the environment shown on the map provided and adequately explain why that characteristic could lead a city to become a manufacturing center. The scoring guide provided with this item on page 10 gives some sample response. Notice that scorers even gave credit for “Ports” as a human characteristic even though ports were not visible on the map.

The second constructed response item provided, ENERGY CONSUMPTION IN THE UNITED STATES (page 13), is designed to measure inquiry skills. In Task I the student must select a statement from four choices that best describes the relationship between the amount of money spent on energy in the selected states and their population. Task II asks the student to translate the data into a bar graph. Note, according to the scoring guide on page 13, to receive two points, a student must complete this task without errors. One point will be awarded (partial credit) if the student makes one or two errors. This task clearly requires students to create a bar graph. If a student draws a line graph (see response #2 on page 17) they will receive a zero. Response #3 (see page 18) will receive one point because the bars for California and South Carolina are not of the correct height. Note that the scoring guide states that the bars must be drawn within the “acceptable range”. For California in this case the acceptable range means between 45 and 50 billion dollars, and for South Carolina the acceptable range would be between 5 and 10 billion dollars. Notice also in response #3 that the relative heights of the bars for Delaware, Nebraska, and New Mexico are not correct, but because they all fall within the “appropriate range” for these states, they were considered correct for scoring purposes. Response #4 (page 19) was scored as zero because it contains four errors.

Extended Response Items

Both of the extended response items used on the winter 1999 social studies test were released and are included in this document (see pages 27 and 38). Schools were encouraged, during the test administration window, to make photocopies of their students' responses to these two items to make it possible to give students more timely feedback. In addition to the annotated responses provided, we have also included a more detailed set of scoring guidelines for the extended response items. Guidelines for teaching this type of civic writing, and an analytic scoring guide are provided for classroom teachers in a separate document entitled "One Approach to Teaching Persuasive Civic Writing".

You should be aware that the sample papers selected for this packet were not intended to be exemplary but illustrative of how some "close calls" were decided by the range-finding teachers who determined the rules for scoring.

Feedback

We hope you will find this document useful as you work with your students and score their responses. If you have any comments that might help us improve this document, please send your comments and suggestions to

Bruce Brousseau at
bbrousseau@ed.mde.state.mi.us
or
fax them to me at 517-335-1186.

Directions: Read the following passage and use it with what you already know to answer the questions that follow.

ANOTHER ROAD TO THE PRESIDENCY

Gerald R. Ford grew up in Grand Rapids, Michigan. He was elected to the United States House of Representatives in 1948. He was re-elected twelve times and served in Congress for nearly twenty-five years. Ford hoped one day to become the Speaker of the House of Representatives. He didn't become the Speaker of the House, but he did serve in a different public office.

Richard Nixon was the president in 1973. His vice president had quit and President Nixon wanted Ford to be his new vice president. It was not an election year, so President Nixon was allowed to appoint Ford as vice president. This happened only after the Senate agreed with the president's choice.

Many people became upset with President Nixon because he did some things he should not have done. The Congress was even going to try to remove him from office. Instead, Nixon quit in 1974 and Gerald Ford became the 38th president of the United States.

President Ford took over at a difficult time in our country's history. People didn't trust the presidency as they once did. Also, the economy was poor. President Ford had differences with the Congress and vetoed over fifty bills. A lot of people agreed that President Ford tried hard to guide the country through its difficulties. Still, he was voted out of office in 1976.



30 Which of the following describes Gerald Ford's appointment as vice president?

- A** He moved from the executive to the legislative branch of government.
- B** He moved from the legislative to the executive branch of government.
- C** He moved from the executive to the judicial branch of government.
- D** He moved from the judicial to the legislative branch of government.

31 What was Gerald Ford's task in his first government job?

- A** Making laws
- B** Enforcing order
- C** Interpreting the Constitution
- D** Vetoing bills

32 Gerald Ford served his entire political career at which level of government?

- A** Local
- B** State
- C** Regional
- D** Federal

33 How is the way Gerald Ford became president different from the way most people become president in the United States?

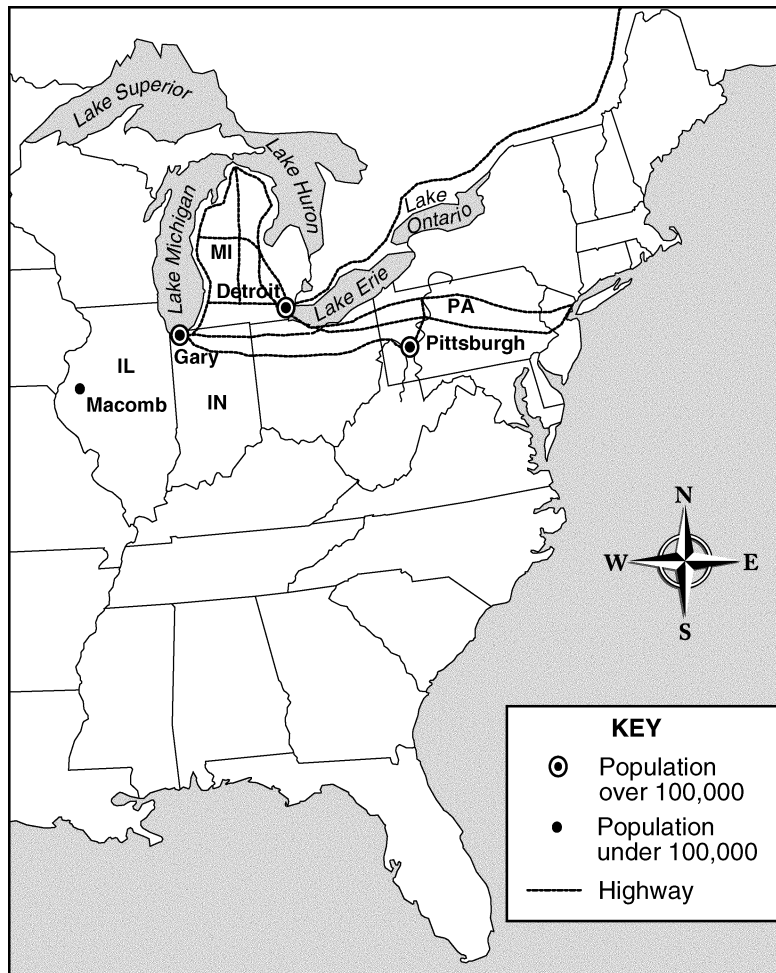
- A** He had served in the legislative branch.
- B** He had already been vice president.
- C** He had not been elected to the executive branch.
- D** He had not been Speaker of the House.

34 People had the MOST direct participation in the election process when Ford became

- A** Speaker of the House.
- B** a congressman.
- C** vice president.
- D** president.

Directions: You should take about 5 minutes to study the map and read the material. Use them with what you already know to complete this task.

MANUFACTURING CENTERS AND THE ENVIRONMENT THE EASTERN UNITED STATES



Detroit is a city that is an important manufacturing center. Automobiles are just one of the products manufactured there and shipped around the world. Gary, Indiana, and Pittsburgh, Pennsylvania, are also important manufacturing centers. Macomb, Illinois, is an important agricultural area, but not a manufacturing center.

- 11 On the lines provided for this item in the answer booklet, identify and explain ONE human characteristic of the environment shown on this map that would lead these cities to become manufacturing centers.

**PLEASE WRITE YOUR ANSWER
IN THE APPROPRIATE PLACE
IN THE ANSWER BOOKLET.**

**ANYTHING WRITTEN IN THIS
AREA WILL NOT BE SCORED.**

SCORING GUIDE

Geography

“MANUFACTURING CENTERS AND THE ENVIRONMENT”

A **2-point response** correctly identifies a human characteristic of the environment shown on the map **AND** explains how that characteristic could lead a city to become a manufacturing center.

Examples:

- 1) Highways provide a transportation network for getting enough resources and sending out manufactured goods.
- 2) Ports (in Detroit and Gary) allow for shipping.
- 3) A large population means a large labor pool and high demand for locally manufactured goods.

SAMPLE RESPONSES

Response #1

The population over 100,000 means you have so many people in one place.

Manufacturing centers need people with special skills. The more people you have in each city, the more likely you are to find people with the skills you need to become a manufacturing center.

Score = 2 Part one of this response identifies an appropriate human characteristic (i.e., population density). In part two, the student correctly explains how having “so many people in one place” would lead these cities to become manufacturing centers.

SAMPLE RESPONSES (continued)

Response #2

The highways.

Highways let you move raw materials you will need for manufacturing to the centers.

Score = 2 In part one of this response the student correctly identifies a human characteristic, “highways”. In the second part of this answer the link between highways and manufacturing centers is clearly established.

Response #3

One human characteristic that would lead these cities to become manufacturing centers is their large population, over 100,000.

I think if there's more people that live in these cities they'd make more money. With money they could help more people out on the streets have homes and clothing, so there's not as many less fortunate.

Score = 1 In this answer the student did identify an appropriate human characteristic of the environment shown on the map, but does not explain its connection to the development of manufacturing centers. Note, a significant number of students loose credit on constructed response and extended response items because they attempt to solve “social problems” rather than answering the question as asked.

SAMPLE RESPONSES (continued)

Response #4

One human characteristic might be that they are all near a highway.

The human characteristic I identified would lead a city to become a manufacturing center because highways make it easier to get stuff to the manufacturers, and to send goods to other cities.

Score = 2 In part one, the student identifies highways as an appropriate human characteristic of the environment. The second part of this response explains how highways are used to lead these cities to become manufacturing centers.

Response #5

The lakes and rivers are important to these manufacturing centers.

Lakes and rivers have always been used to ship materials to manufacturing centers, and to ship their finished products to different places.

Score = 0 Here the student identifies a physical characteristic of the environment. Given that this characteristic is identified, the explanation will not receive credit.

Directions: You should take about 5 minutes to study the following material and use it with what you already know to complete these tasks.

ENERGY CONSUMPTION IN THE UNITED STATES

Energy consumption across the country is not the same. Some states consume more energy than others. The table below shows the amount of money spent on energy in six states and the population of those states

Energy Consumption in Six States

State	Amount of Money Spent on Energy (in billions of dollars)	Population
California	48.816	31,589,000
Michigan	17.538	9,549,000
South Carolina	7.095	3,637,000
New Mexico	3.192	1,685,000
Nebraska	3.175	1,637,000
Delaware	1.494	717,000

Task I:

- 47 Based on the information in the table, which of the following best describes the relationship between the amount of money spent on energy in these states and their population?
- A The states that produce more goods tend to spend less on energy.
 - B The higher its population, the more money a state is likely to spend on energy.
 - C The larger its land area, the more money a state is likely to spend on energy.
 - D The smaller its land area, the more money a state is likely to spend on energy.

- 11 In the space provided in the answer booklet, use the information give in the table on the previous page to construct a **bar graph** that shows energy consumption in each of these states.

PLEASE WRITE YOUR ANSWER
IN THE APPROPRIATE PLACE
IN THE ANSWER BOOKLET.

ANYTHING WRITTEN IN THIS
AREA WILL NOT BE SCORED.

MEAP Social Studies - Grade 5 Constructed Response

SCORING GUIDE

Inquiry

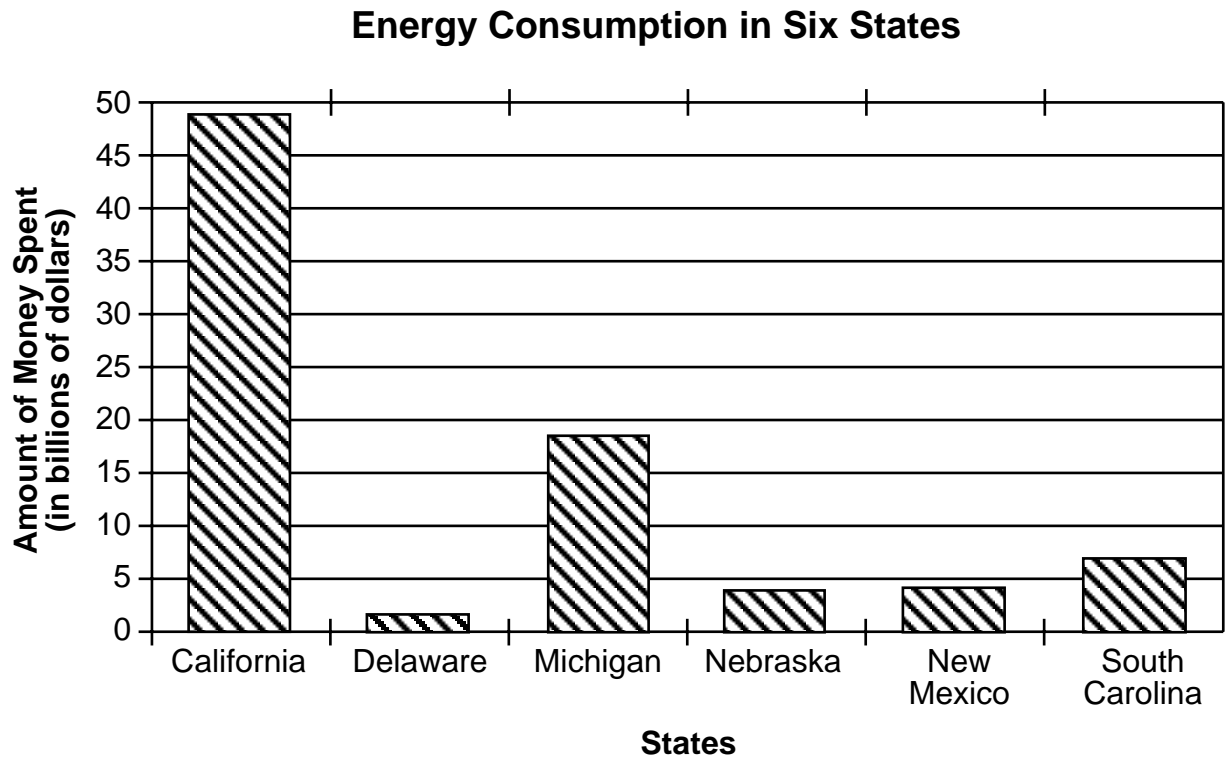
“ENERGY CONSUMPTION IN THE UNITED STATES”

A 2-point response uses vertical bars and draws the bars to within the acceptable range for each state: Response 1.

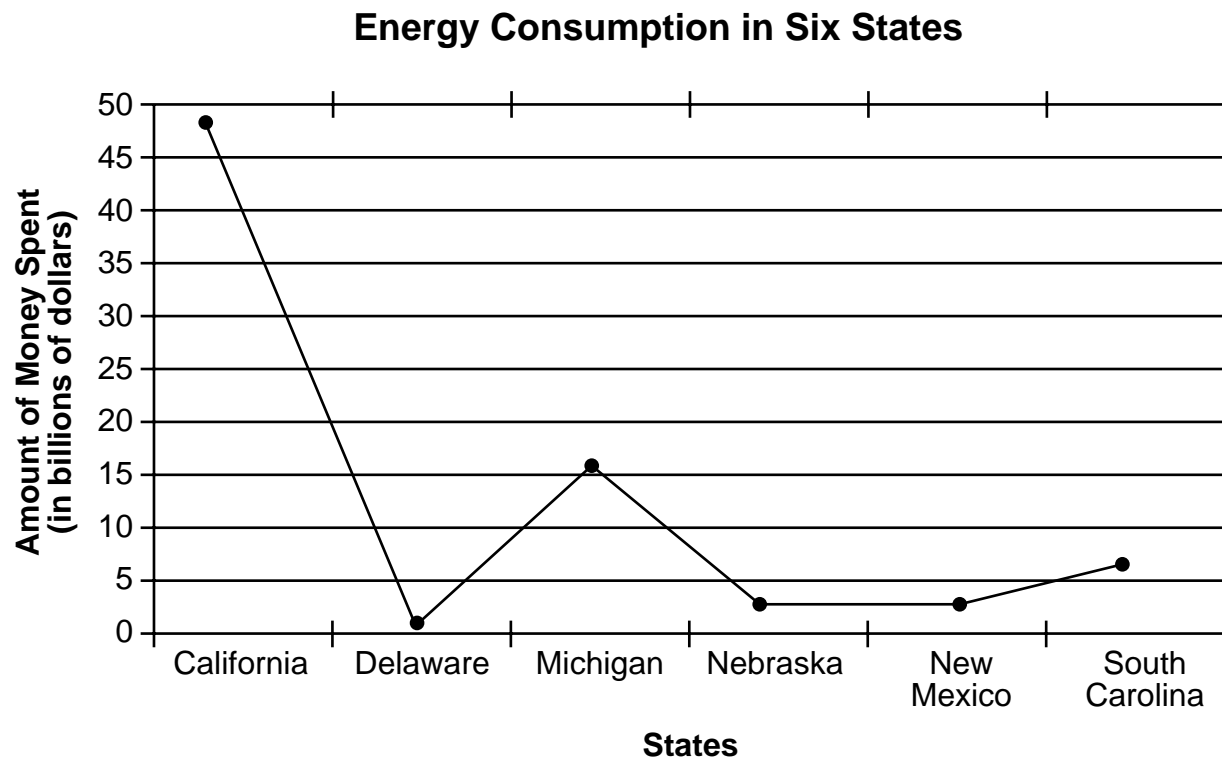
A 1-point response uses vertical bars and draws the bars to within the acceptable range for four or five states: Response 3.

A 0-point response uses vertical bars and draws the bars to within the acceptable range for three or fewer states: Response 4. OR creates a line graph: Response 2.

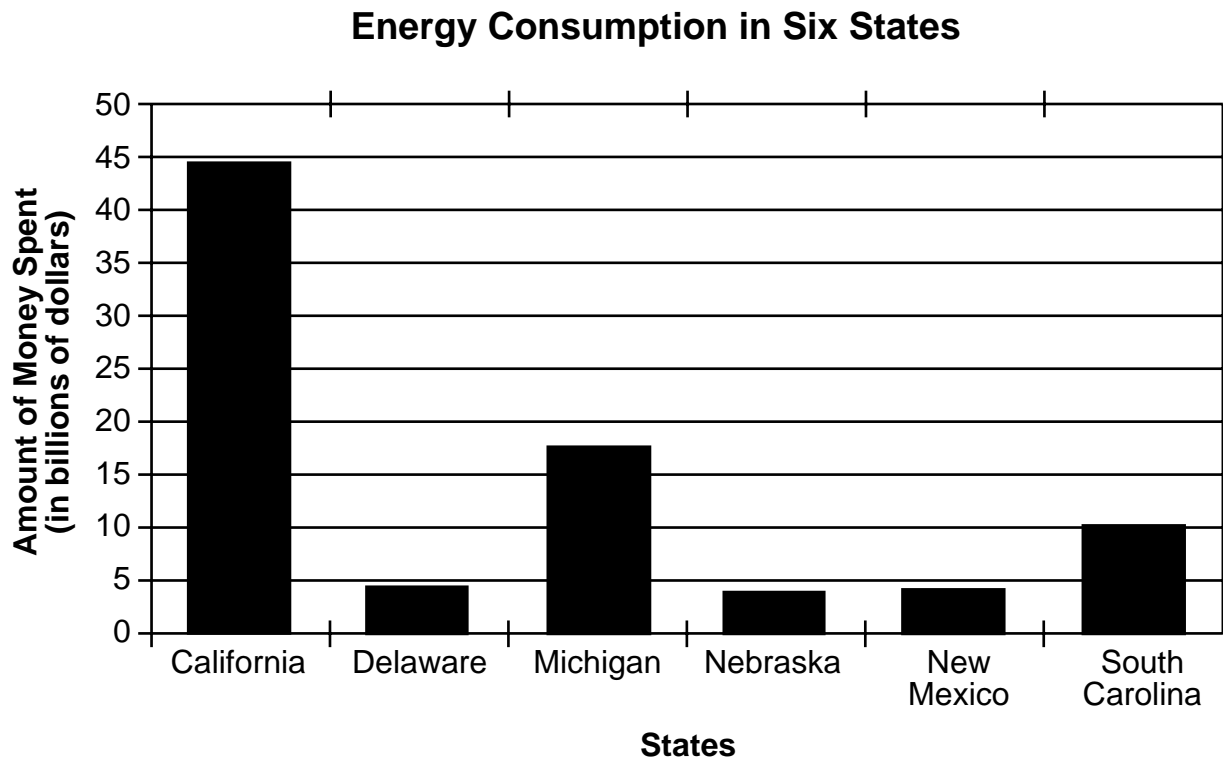
Student Response 1



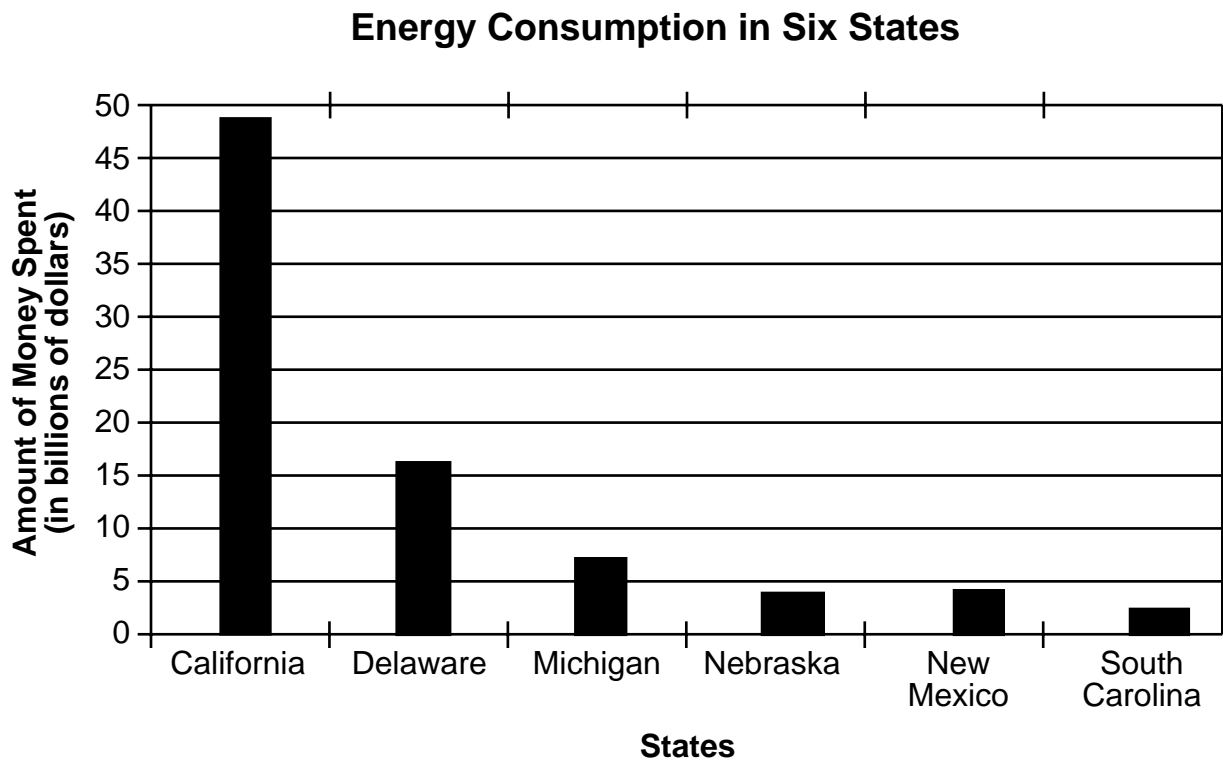
Student Response 2



Student Response 3



Student Response 4



Extended Response Scoring Resources

Prior to actually scoring the responses to Task II of the Inquiry and Decision Making sections readers need to be familiar with three documents. The first document is the holistic feature scoring guide shown below. To earn the top score of four points on the extended response task, students must address all four elements as described in the first row of the table.

It is important to note that this scoring guide places an emphasis on the importance of applying a core democratic value of our American constitutional democracy to the public policy issue under consideration. Students who do not use a core democratic value appropriately in their answer will not be able to score above two points on this task.

Holistic Feature Scoring of Civic Writing: Grades 5 & 8

Points	Description
4	<p>In order to receive a 4-point score, the response must</p> <ul style="list-style-type: none"> • give a clearly stated position on the issue and support for that position. <ul style="list-style-type: none"> - Students should use words such as support/oppose, for/against, agree/disagree, or should/should not - Do not accept those who do not take a stand, who say someone else (parents, school, or government) should decide the issue. • provide at least one supporting point that is based on the Core Democratic Values of American constitutional democracy <ul style="list-style-type: none"> - Do not accept if this support contradicts stated position • provide at least one piece of accurate, important, and relevant supporting social studies information that comes from the student's prior knowledge of civics, economics, geography, or history (Information other than that supplied by the Data Section or a Core Democratic Value) <ul style="list-style-type: none"> - Do not accept feelings or opinions for this element. - Do not accept if this support contradicts stated position • provide at least one piece of accurate, valid, and relevant supporting information from the Data Section <ul style="list-style-type: none"> - Do not accept if this support contradicts stated position - Data interpretations must be more right than wrong
3	<p>In order to receive a 3-point score, the response must</p> <ul style="list-style-type: none"> • give a clearly stated and supported position on the issue • provide at least one supporting point that is based on Core Democratic Values • contain at least 1 of the remaining 2 elements
2	<p>In order to receive a 2-point score, the response must</p> <ul style="list-style-type: none"> • give a clearly stated and supported position on the issue • contain at least 1 of the 3 remaining elements
1	<p>In order to receive a 1-point score, the response must</p> <ul style="list-style-type: none"> • give a clearly stated and supported position on the issue
0	<p>In order to receive a 0-point score, the response will show no evidence of any of the elements</p>

NOTE: The supporting points used by students must be explained in enough detail to show a clear connection to the position taken.

During testing, students are given a sheet listing ten “Fundamental Beliefs” and eight “Constitutional Principles” to help stimulate their thinking about these concepts when writing their extended responses for Inquiry and Decision Making. Any individual who will score the letters asked for in the extended responses should at a minimum be familiar with the concepts and definitions listed below because of the importance given them in the Holistic scoring guide.

Core Values of American Constitutional Democracy

Core democratic values are the fundamental beliefs and constitutional principles of American society which unite all Americans. These values are expressed in the Declaration of Independence, the United States Constitution and other significant documents, speeches, and writings of the nation. Below are definitions of some core democratic values.

Source: CIVITAS: *A Framework for Civic Education*, a collaborative project of the Center for Civic Education and the Council for the Advancement of Citizenship, National Council for the Social Studies Bulletin No. 86, 1991. You can order a copy of “Civitas” by calling 1-800-350-4223.

Fundamental Beliefs

Life The individual’s right to life should be considered inviolable except in certain highly restricted and extreme circumstances, such as the use of deadly force to protect one’s own or others’ lives.

Liberty The right to liberty is considered an unalterable aspect of the human condition. Central to this idea of liberty is the understanding that the political or personal obligations of parents or ancestors cannot be legitimately forced on people. The right to liberty includes **personal freedom**: the private realm in which the individual is free to act, to think and to believe, and which the government cannot legitimately invade; **political freedom**: the right to participate freely in the political process, choose and remove public officials, to be governed under a rule of law; the right to a free flow of information and ideas, open debate and right of assembly; and **economic freedom**: the right to acquire, use, transfer and dispose of private property without unreasonable governmental interference; the right to seek employment wherever one pleases; to change employment at will; and to engage in any lawful economic activity.

The Pursuit of Happiness It is the right of citizens in the American constitutional democracy to attempt to attain—“pursue”—happiness in their own way, so long as they do not infringe upon rights of others.

Common Good The public or common good requires that individual citizens have the commitment and motivation—that they accept their obligation—to promote the welfare of the community and to work together with other members for the greater benefit of all.

Justice People should be treated fairly in the distribution of the benefits and burdens of society, the correction of wrongs and injuries, and in the gathering of information and making of decisions.

Equality All citizens have: **political equality** and are not denied these rights unless by due process of law; **legal equality** and should be treated as equals before the law; **social equality** so as there should be no class hierarchy sanctioned by law; **economic equality** which tends to strengthen political and social equality for extreme economic inequality tends to undermine all other forms of equality and should therefore be avoided.

Diversity Variety in culture and ethnic background, race, lifestyle, and belief is not only permissible but desirable and beneficial in a pluralist society.

Truth Citizens can legitimately demand that truth-telling as refraining from lying and full disclosure by government be the rule, since trust in the veracity of government constitutes an essential element of the bond between governors and governed.

Popular Sovereignty The citizenry is collectively the sovereign of the state and holds ultimate authority over public officials and their policies.

Patriotism Virtuous citizens display a devotion to their country, including a reasoned commitment to the fundamental values and principles upon which it depends.

Constitutional Principles

Rule of Law Both government and the governed should be subject to the law.

Separation of Powers Legislative, executive, and judicial powers should be exercised by different institutions in order to maintain the limitations placed upon them.

Representative Government The republican form of government established under the Constitution is one in which citizens elect others to represent their interests.

Checks and Balances The powers given to the different branches of government should be balanced, that is roughly equal, so that no branch can completely dominate the others. Branches of government are also given powers to check the power of other branches.

Individual Rights Fundamental to American constitutional democracy is the belief that individuals have certain basic rights that are not created by government but which government should protect. These are the right to life, liberty, economic freedom, and the “pursuit of happiness.” It is the purpose of government to protect these rights, and it may not place unfair or unreasonable restraints on their exercise. Many of these rights are enumerated in the Bill of Rights.

Freedom of Religion There shall be full freedom of conscience for people of all faiths or none. Religious liberty is considered to be a natural inalienable right that must always be beyond the power of the state to confer or remove. Religious liberty includes the right to freely practice any religion or no religion without government coercion or control.

Federalism Power is shared between two sets of governmental institutions, those of the states and those of the central or federal authorities, as stipulated by the Constitution.

Civilian Control of the Military Civilian authority should control the military in order to preserve constitutional government.

While the students are provided the entire list of 18 values and beliefs, elementary teachers should emphasize the “Fundamental Beliefs” in their classroom instruction. All extended response questions can be successfully written at grade 5 utilizing only the list of Fundamental Beliefs. Middle and high school students will be expected to enrich their understanding of the fundamental beliefs as they learn more about the Constitutional Principals in the context of United States history after 1763.

Scoring Rules

The detailed rules for scoring is the last of the three essential documents for scoring (see below). These scoring guidelines were provided by the various range-finding teams as they moved from the holistic scoring guide to much more detailed set of instructions for scoring presented here.

Scoring Extended Responses

GUIDELINES FROM RANGE-FINDING

These scoring guidelines are provided to more clearly explain the “Holistic Feature Scoring of Civic Writing” scoring guides that accompany the Social Studies Assessment Models (March 1998). This more detailed list was developed by social studies range-finding committees to provide directions for those who will be scoring student extended responses.

1. Handwriting, spelling, and grammar will not count unless they significantly interfere with the reader’s ability to understand what the student is writing. Excessive use of pronouns may interfere with the reader’s ability to understand the student’s response. Directions to students indicate that they “should take about 20 minutes to complete both Task I and Task II” for the Inquiry and Decision Making items. Students should therefore view the writing they do for Task II as first draft or pre-writing. This task is not designed to replace the English Language Arts assessment.
2. Credit will be given for naming the core democratic value and relating it to the issue OR defining (i.e., not using the label, but explaining the core democratic value) the concept reflected in the core democratic value without naming it, and relating it to the issue.
3. Social studies knowledge refers to discipline based factual knowledge, concepts, or generalizations other than core democratic values. Supporting

statements must be drawn from one of the four social studies disciplines (i.e., history, geography, civics/government, or economics). For purposes of supporting public policy issues, information students pick up informally in school will not be counted. Unsupported generalizations, platitudes, and slogans (e.g., “drugs are bad” or “education is good for business”) will not be accepted as social studies knowledge. Statements must reveal the student’s understanding of significant ideas drawn from a social studies discipline.

4. Core democratic value credit will be given for values or principles specified in the Declaration of Independence, the United States Constitution, and other significant documents, speeches, and writings of the nation. Court decisions are considered writings of the nation. Students are not restricted to the list of core democratic values provided with the test.

5. Foul language, rude comments, and other displays of “uncivil” discourse will not lower a student’s score unless the language is so distracting that it impedes understanding.

6. Students will not be given credit for using a second citation of a core democratic value as social studies knowledge. Citing the source of a core democratic value, counts as prior knowledge from civics **ONLY** if the source is relevant to the position taken. For example, a student might argue that equality is more important than life, liberty, or the pursuit of happiness because equality is listed first among the self-evident truths of the Declaration of Independence. In this case the responsibility falls to the student to explain how the source is relevant to his or her argument.

7. Only one core democratic value, example of social studies knowledge, or cited data will count as scoring elements for credit. Using two examples of the same scoring element will not earn credit for a different missing element.

8. When two core democratic values are cited, the student will lose the point for this scoring element if either of the CDVs contradicts the position taken by the student. Simply naming a CORE DEMOCRATIC VALUE that might conflict with the student’s position will not automatically mean loss of credit for this element.

9. A clear position must be taken and maintained by the student on the public policy issue in order to receive any credit. If a student writes only a statement of their position without supporting it, they will score zero for this task. The student can't answer the public policy issue question with "Yes" or "No" than just stop, some support for the position must be provided by the student before the response will receive any credit. The support for the position can be written anywhere in the letter.

10. If students modify the public policy issue statement but express a clear position on the issue (i.e., "Yes-but" or "No-but"), they can still earn full credit when all conditions defined by the scoring guide are met. Teachers should encourage their students to take a clear Yes or No stand on these issues, because students who qualify their answers often cross the line where they actually change the topic. Changing the topic will disqualify the student's answer, and results in a score of zero.

11. Irrelevant information will not lower a student's score. Students will lose points, however, if they use inaccurate or contradictory information to support their position. When more than one citation to the data section is made, students must demonstrate that they can accurately interpret these data. The number of correct interpretations must exceed the number of incorrect interpretations.

12. Expressions of religious faith do not necessarily constitute academic social studies knowledge. Supporting a position on the public policy issue with religious beliefs does not substitute for core democratic values or supporting social studies knowledge. Expressions of religious faith can be used to support the position taken on the public policy issue, e.g., "We should change the policy because the Bible tells me that this is the right thing to do."

13. Copying information from the scenario that introduces the Inquiry and Decision Making Tasks will not count as data. Supporting data must come from the Data Section to receive credit. The data cited must, on its face, seem logically connected to the student's position on the public policy issue. If the data cited do not seem to be connected, the student will have the extra burden of explaining the connection between the data they cite and their position on the issue.

14. **GRADE 11 ONLY!!!** To meet the refutation requirement, students need not cite a core democratic value or social studies knowledge as defined above, but they do have to make a logically consistent statement about why an opponent's argument is not as persuasive as their own. This would typically be done by acknowledging an argument a person taking the opposing position could use AND refuting that argument. In order to receive credit for this element, the argument identified must be credible.

The released extended items will be presented first then sample student responses will be shown. Finally, the scores and annotations explaining the scores will follow the student responses.

Directions: Read the following imaginary material about a public policy issue. Use it with what you already know to complete the tasks that follow. You should take about 20 minutes to complete both Task I and Task II. Task I is a selected-response item and Task II is an extended-response item.

SKATEBOARDS AND IN-LINE SKATES ON PUBLIC SIDEWALKS

Business owners want the city council to pass a law making it illegal to use skateboards or in-line skates on public sidewalks. Read the following information about this issue.

DATA SECTION

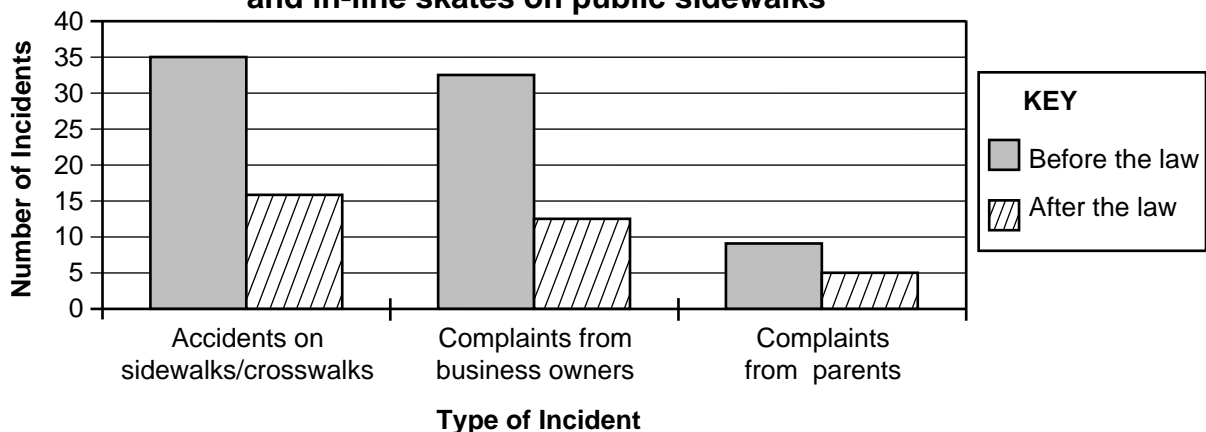
Part A A survey was taken on the issue of preventing people from using skateboards and in-line skates on public sidewalks. Below are some of the results.

Do you favor making it illegal to use skateboards and in-line skates on public sidewalks?

People Surveyed	Yes	No	No Opinion
Business owners	92%	8%	0%
Shoppers	71%	9%	20%
Parents	54%	14%	32%
Elementary school students	21%	61%	18%

Part B A study was done in a similar town that passed a law banning skateboards and in-line skates on public sidewalks. Here are some of the results.

Survey in a city that banned skateboards and in-line skates on public sidewalks



COMPLETE THE FOLLOWING TASKS:**Task I: Interpreting Information**

- 23 Study the information in part B of the Data Section. Which of the following statements best describes the relationship between banning the use of skateboards and in-line skates on public sidewalks and complaints from parents in the community? Be sure to mark your answer on the answer sheet.
- A Complaints from business owners increased as complaints from parents decreased.
 - B Complaints from parents decreased after the use of in-line skates and skateboards was banned.
 - C Parents who support a ban believe that skateboards and in-line skates cause too many accidents.
 - D Parents who oppose a ban are likely to change their minds after skateboards and in-line skates are banned.

Task II: Taking A Stand

- 24 You will now take a stand on the following public policy issue: **Should the city council ban the use of skateboards and in-line skates on public sidewalks?** You may either support or oppose the ban on the use of skateboards and in-line skates on public sidewalks. Write a letter to the city council. Use information to provide reasons that support your position.

You will be graded on the following, so be sure your letter includes each of the elements listed below:

- A clear statement of your position
- Supporting information using core democratic values
- Supporting knowledge from history, geography, civics, or economics that you already know (It is not enough to state only your opinion.)
- Supporting information from the Data Section

Remember to: Use complete sentences.
Explain your reasons in detail.
Write or print neatly on the lines provided.
in the answer booklet.

**PLEASE WRITE YOUR ANSWER
IN THE APPROPRIATE PLACE IN
THE ANSWER BOOKLET.**

**ANYTHING WRITTEN IN THIS AREA
WILL NOT BE SCORED**

Letter 1

SCORE _____

Should the city council ban the use of skateboards and in-line skates on public sidewalks?

Dear City Council:

I am writing this letter to ask you to ban skateboards and in-line skates on public sidewalks. I know that a lot of kids would not agree with me, but they have to think about what is good for everybody. It is not fair if they interfere with people just walking there or trying to do their business. They have just as many rights as the skateboard kids.

This is just like the time in our town when people were told not to ride their bikes on sidewalks. People were getting hurt and the city had to do something about that. They decided to make a law to stop people from riding their bikes on the sidewalk and the same thing happened. Less people were hurt in accidents just like it shows in the chart for the city that banned skateboards.

Those skateboard kids can find a better place to play, so give us justice for all.

Sincerely,

Letter 2

SCORE _____

Should the city council ban the use of skateboards and in-line skates on public sidewalks?

Dear City Council:

Ban skateboards!!? NO WAY! Where would we go to use our skates and skateboards anyway? If you ban skateboards and in-line skates on public sidewalks, we can just throw our gear away. You need to think about this some more. The Declaration of Independents says we have the right to the pursuit of happiness. This means you can't tell me what to do as long as it doesn't bother anyone else. Sure you're going to say that people have complaints, but they are just trying to stop us from having fun. You say what about the accidents? I say fine the person who caused the accidents, but don't take away my pursuit of happiness.

As you can see from the survey, 61% of the elementary school students agree with me, and they are the ones who will be affected the most by the ban. You know what happened when the King of England did not listen to his subjects in America. Need I say more?! It's time that we kids had a voice here.

Letter 3

SCORE _____

Should the city council ban the use of skateboards and in-line skates on public sidewalks?

Dear City Council:

No, I don't think they should ban the use of skateboard and in-line skates on public sidewalks because I like to in-line skate on sidewalks. Also if we ban them from sidewalks and streets they can't really go anywhere else. In-line skate and skateboarding places are crowded and hard to do trucks and other things. Also people complain about their injuries because sometimes they think people should move just for them, but that's not true so they have some fault.

Thank You,

Letter 4

SCORE _____

Should the city council ban the use of skateboards and in-line skates on public sidewalks?

Dear City Council:

Yes, the city council should ban the use of skateboards and in-line skates on public sidewalks.

Letter 5

SCORE _____

Should the city council ban the use of skateboards and in-line skates on public sidewalks?

Dear City Council:

Yes, you should make it illegal to skate with skateboards & in-line skates because there could be an old lady walking along and when someone came around the corner they knock her right off her feet and damage her head or something.

Everyone should have the Pursuit of Happiness but you can't hurt anybody when doing it. In this case you may have to make it illegal. So nobody gets hurt.

I hope you will consider my opinion about making skateboards and in-line skates illegal on public sidewalks.

Letter 6

SCORE _____

Should the city council ban the use of skateboards and in-line skates on public sidewalks?

Dear City Council:

Skateboards and in-line skates should be allowed. I support this with a core democratic value of Pursuit of Happiness. I believe that most kids will not be happy if their mode of transportation is taken away from them.

From the information given, I do realize that there were many accidents before and after the law, but sometimes it is the peoples fault for not looking where they were going. The complaints from parents are low because then the parents don't have to drive everywhere with skateboards. Skateboards are our way of getting around. How come the government hasn't made a law of no cars. I know one reason because if he lost his way of getting around, that's a big deal, but us loosing our way is no big deal to him. Also no cars is weird but I hope you get my point I'm trying to make. Please think about this and change your mind.

Sincerely,

Letter 7

SCORE _____

Should the city council ban the use of skateboards and in-line skates on public sidewalks?

Dear City Council:

I agree that the city council should ban the use of skateboards and in-line skates.

By banning skateboards and in-line skates the city council would be protecting the common good for everyone. Yes, we kids might be put out a bit, but this is not only for us but for others too.

In the past in the Constitution and the amendments it is the city council's job to protect everyone. By banning skateboards and in-line skates, they are reaching that goal.

On the data table in part B there is a survey in a city that banned skateboards. The data shows that by banning skateboards and in-line skates the amount of accidents, complaints from business owners and complaints of parents went down.

Annotations for SKATEBOARDS**Letter 1** **SCORE = 4**

This letter argues to “ban skateboards and in-line skates on public sidewalks” with a counter argument to the implied pursuit of happiness claim. That is, the fundamental principle of the pursuit of happiness makes it clear that citizens, including skateboarders, have the right to pursue happiness in their own way as long as they do not infringe upon the rights of others.

The student’s letter emphasizes this issue in the sentence “It is not fair if they [skaters] interfere with people just walking there . . .” This student also cites a local historical event to support the position taken on the public policy issue, but was not given credit for prior social studies knowledge for that. However, credit was given for demonstrating the understanding that a primary role of local government is to protect its citizens.

“People were getting hurt and the city had to do something about that.” Finally, a correct data reference is made to support the ban toward the end of the second paragraph. “Less people were hurt in accidents just like it shows in the chart for the city that banned skateboards.” Notice the reference to “justice” in the last sentence was not deemed to be in conflict with the position supporting the ban and was therefore not held against the student.

Letter 2 **SCORE = 4**

This student makes it clear in the letter that he or she is against the ban on skateboards. “Ban skateboards!!? NO WAY!” The letter goes on to support this position with the core democratic value of the pursuit of happiness. “This means you can’t tell me what to do as long as it doesn’t bother anyone else.” This student seems to contradict this argument in the next sentence, but notice that the suggestion is to take this issue on a case by case basis, i.e., “fine the person who caused the accidents, but don’t take away my pursuit of happiness.”

The use of the data section to support the position against the ban is clear at the start of the second paragraph. The reference to the “King of England” later in that paragraph was enough for social studies knowledge credit in the minds of the range-finding group. Generally we would want the student to be more explicit

here. The range-finding teachers were satisfied from what this student said that he or she understood the relationship between the King and “his subjects in America” at this point in history, and the manner in which that knowledge was used to support the position was appropriate.

Letter 3 **SCORE = 1**

This letter contains three arguments to support the position taken on the public policy issue to oppose the ban on skateboards and in-line skates. All three were judged to be personal opinion or general knowledge and not related to the elements required by the task. The student may be attempting to use information from the data section to oppose the ban, “people complain about their injuries”, but the reference does not directly support the position.

Letter 4 **SCORE = 0**

This response shows a student just answering the public policy question without providing any justification in support of the ban.

Letter 5 **SCORE = 2**

The core democratic value “Pursuit of Happiness” was used correctly in the context of this response. The student demonstrated an understanding of this fundamental belief in a refutation of the pursuit of happiness argument. Making the activity “illegal” would definitely establish the flaw in the pursuit of happiness claim. No further credit could be given because neither prior social studies knowledge nor information from the data section was cited.

Letter 6 **SCORE = 3**

This letter lacks a reference to prior social studies knowledge. Here the discussion of the pursuit of happiness contains an internal inconsistency that the student does not successfully explain away. However, the student was given credit for making the equality argument that starts with “Skateboards are our way of getting around”. In making the comparison to the adult form of transportation, this student set up skaters as a group that is not being treated as equals before the law. The reference to “complaints from parents” is sufficient to earn credit for use of the data section here also. It is a correct interpretation and does logically, on its face, does support the position against the ban.

Letter 7 **SCORE = 4**

In agreeing with the ban, this student used the common good to support the position on the public policy issue. The key to receiving credit here came in the sentence “we kids might be put out a bit, but this is not only for us . . . “. The first part of the second paragraph alone does not demonstrate a full enough understanding of the common good to award credit for the appropriate use of this fundamental belief. The point for prior social studies knowledge is awarded for making the connection between the “city council’s job” and protecting all of its citizens. Finally, the last paragraph contains three accurate and relevant data references. Of course, according to the scoring rules, the student can only receive credit for one.

Directions: Read the following imaginary material about a public policy issue. Use it with what you already know to complete the tasks that follow. You should take about 20 minutes to complete both Task I and Task II. Task I is a selected-response item and Task II is an extended-response item.

GOVERNMENT-REQUIRED TELEVISION PROGRAMS

There has been discussion about beginning a federal government requirement that television stations must broadcast three hours of weekly educational programming. Read the following information about television broadcasting requirements.

DATA SECTION

A national survey was taken about government-required television programs. Below are some of the results.

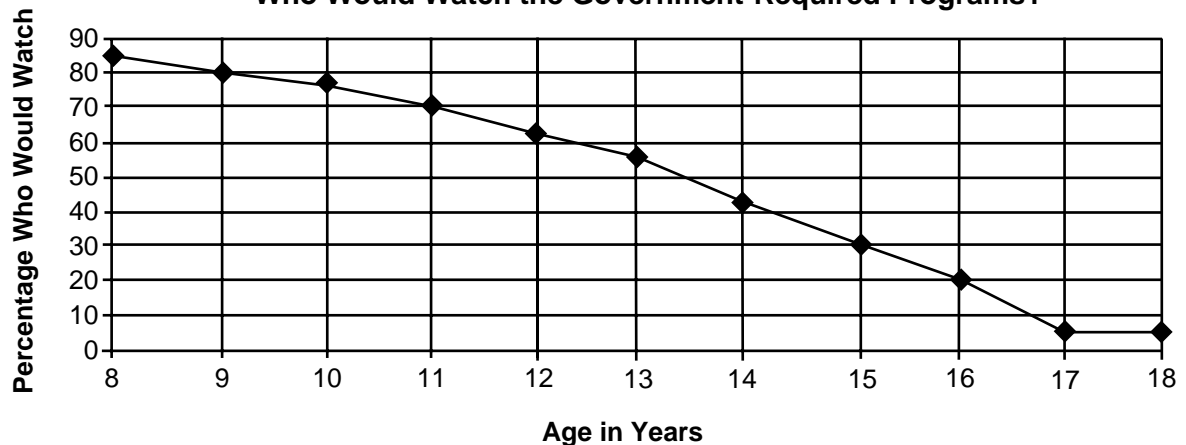
Part A

Should the Government Require Television Stations to Broadcast Educational Programs for at Least Three Hours a Week?

Ages of Those Surveyed	Yes	No	No Opinion
8–11 Years	85%	11%	4%
12–14 Years	53%	36%	11%
15–18 Years	24%	50%	26%
Adult	83%	13%	4%

Part B

Who Would Watch the Government-Required Programs?



COMPLETE THE FOLLOWING TASKS:**Task I: Interpreting Information**

- 23** Study the information in part B of the Data Section. Which of the following statements best describes the *relationship* between **age** and **the percentage who would watch government required television programs**? Be sure to mark your answer on the answer sheet.
- A** As students get older, they are less likely to watch government required television programs.
 - B** As students get older, they are more likely to support government required television programs.
 - C** Most students under the age of 12 would not watch government required television programs with their parents.
 - D** Most students over the age of 14 would watch government required television programs.

Task II: Taking A Stand

- 24** You will now take a stand on the following public policy issue: Should a television station be required to broadcast at least three hours of educational programs weekly? You may either support or oppose government required television programs. Write a letter to your representative in Congress. Use information to provide reasons that support your position.

You will be graded on the following, so be sure your letter includes each of the elements listed below:

- A clear statement of your position
- Supporting information using core democratic values
- Supporting knowledge from history, geography, civics, or economics that you already know (It is not enough to state only your opinion.)
- Supporting information from the Data Section

Remember to: Use complete sentences.
Explain your reasons in detail.
Write or print neatly on the lines provided.
in the answer booklet.

**PLEASE WRITE YOUR ANSWER
IN THE APPROPRIATE PLACE IN
THE ANSWER BOOKLET.**

**ANYTHING WRITTEN IN THIS AREA
WILL NOT BE SCORED**

Letter 1

SCORE _____

Should a television station be required to broadcast at least three hours of educational programs weekly?

Dear Representative:

I do not think that television stations should be required to broadcast at least three hours of educational programs weekly. Television stations are in business to make money. That is the American Way! The government can not say the television stations would get the same number of advertisers if they broadcasted boring educational stuff. I would not watch it.

The government is exercising too much power by making tv stations do this. Most television stations are privately owned. The right to own property and do what you want with it is protected by the Constitution just as long as you don't hurt anyone else. The Constitution does not say that you have to be good. Or do good deeds. It says that we must all obey the laws that is the rule of law.

Do any of the people who support this remember prohibition? When the government tries to make the people do good stuff sometimes it backfires. Just like the gangsters who went against the law when they outlawed liquor. I bet that children will skip the educational stuff and look for other programs that have more excitement. Just because boring educational stuff is on tv doesn't mean anyone is going to watch it.

We learned in school that parents are supposed to watch tv with their kids. The data shows that while most of them think that this is a good idea 83%. But, the older the person is the less they would probably watch it.

Leave us alone at home and let us enjoy our lives, we are supposed to have the pursuit of happiness aren't we?

Letter 2

SCORE _____

Should a television station be required to broadcast at least three hours of educational programs weekly?

Dear Representative:

I believe that television stations should be required to broadcast at least three hours of educational programs every week. I say this because most kids between ages 8 and 14 agree that this would be a good thing. Also, it would serve the common good because kids would have the chance to learn something instead of just seeing a lot of violence and stupid stuff all day. That way they would become more responsible educated adults.

And a lot of these programs can teach us about important social studies topics. Just the other day on PBS scientists were showing how glaciers created the Great Lakes and how this gives us more fresh water to use today than people who live in the southwest. I could give you a billion more examples, but I think you get the point. I hope you will consider my letter in your decision.

Sincerely,

Letter 3

SCORE _____

Should a television station be required to broadcast at least three hours of educational programs weekly?

Dear Representative:

I think you should show at least three hours of educational shows weekly. One reason I think you should is kids would like school more. 2. Kids would become smarter, and three is Kids will learn how important their grades are.

Kids will like educational TV more if it was on action but was still educational. Then kids would watch it, but if you don't make it on action Kids won't like it.

That is what I think about making educational TV on three hours a week.

Sincerely,

Letter 4

SCORE _____

Should a television station be required to broadcast at least three hours of educational programs weekly?

Dear Representative:

Don't put on government required shows! The core democratic value that supports my statement is pursuit of happiness. The pursuit of happiness is that you can do whatever you want to be happy as long as it doesn't infringe on anyone else's rights. It supports my statement because if you put on these shows you would be getting in the way of TV stations making money because no one will watch boring government programs and that infringes on their rights. I would not watch your shows, so don't put on your shows!!!

Letter 5

SCORE _____

Should a television station be required to broadcast at least three hours of educational programs weekly?

Dear Representative:

I think that television stations should be required to broadcast at least three hours of educational programs weekly because it might help the people who watch it understand the subject the show is on. Here are more reasons.

One is, the Pursuit of Happiness. The Pursuit of Happiness means that we have the right to be happy if we don't harm anyone else. People might be happy learning, and it wouldn't hurt anyone.

Another is the government and the TV station would be providing a service to the watchers. They could be learning and having fun at the same time.

Last, the survey and the graph both showed that younger kids would watch the station more than older people. This way younger kids would get a better education and have a better future because they had more learning time.

That is why I think the government should require a TV station to show at least three hours of educational shows.

Letter 6

SCORE _____

Should a television station be required to broadcast at least three hours of educational programs weekly?

Dear Representative:

I think that you should give at least three hours of educational programs weekly because children like to learn. Older kids know this stuff but us littler kids don't. Adults, 8-11 and 12-14 want these on and only 15-18 don't want them. Majority always rules right, so going with this majority, I say yes.

What we watch is no way to express ourselves and with not learning things from what we watch we can't express ourselves. Liberty a way to express or to do what you want. Liberty is taken away with no TV shows we want.

In history kids have learned from TV and can learn from the government required television shows. The more they learn the better the grades for the kids and for MEAP tests the kids would do better. I as a 5th grader learned from TV so put the shows on.

Justice is part of this. It is to keep our rights the same, or to have more rights. No required shows means less rights for kids. Adults would learn too from the shows.

The people vote yes, yes, and one no. Three on one. Let majority rule. People would want to know what all of the fuss is about and watch and get hooked on the channel. The 5% would probably grow to 50% if you put the shows on.

Annotations for GOVERNMENT REQUIRED TELEVISION PROGRAM**Letter 1****SCORE = 4**

Here the student uses the principle of economic freedom (see Liberty) to support the opposition to government required television programs. Notice that this student also makes references to the rule of law and pursuit of happiness, but neither one of these applications of the core democratic values would have stood on their own. This student also received credit for the prior social studies knowledge element with the reference to “prohibition” in the third paragraph. The student also demonstrated the ability to interpret and apply the data in the fourth paragraph. “The older the person is the less they would probably watch it” is also consistent with the economic freedom argument this student starts the letter with.

Letter 2**SCORE = 4**

This response starts with the data section to support the television programs. “I say this because most kids between ages 8 and 14 agree that this would be a good thing”. The common good argument also works here because the student says “That way they [kids] would become more responsible educated adults who can make the world a better place”. Notice that by just saying “kids would have a chance to learn something” would not establish the common good argument until the student shows how this contributes to the common good. The reference to the PBS program about “glaciers” was judged sufficient for prior social studies knowledge because while using this example the student described the connection between glaciers and the distribution of fresh water in North America.

Letter 3**SCORE = 1**

In this response the student provides three arguments to support “at least three hours of educational shows weekly”. Unfortunately they are all from personal opinion and can not be counted as an application of data from the data section, core democratic values, or prior knowledge from civics, economics, geography, or history.

Letter 4**SCORE = 3**

While this student names “pursuit of happiness” to support the position against government-required television programs, core democratic value credit was actually given for the economic freedom argument the student makes. “If you put on these shows you would be getting in the way of TV stations making money . . . And that infringes on their rights.” This response also shows an understanding of how the policy will affect the television industry, and is therefore given credit for prior social studies knowledge. Had this student used the data section to support the position he or she would have been awarded the top score on this task.

Letter 5**SCORE = 2**

The core democratic value “Pursuit of Happiness” was not used correctly in the context of this response. While the student seems to understand the definition, the application is to the wrong party. The rights at issue in this public policy debate are the rights of the television stations to make decisions about programming unfettered by the government. The student does not prove that the common good of the nation would be so positively impacted that it would be appropriate to take away or limit the rights of a group (in this case television stations). The student used the data section to say it “showed that younger kids would watch the station more than older people.” This was also tied back into support for the position. This paper did not receive credit for prior knowledge even though it says “the TV station would be providing a service” because the term “service” is not used in the economic sense.

Letter 6**SCORE = 3**

This letter lacks only a reference to prior social studies knowledge. Notice that this student's reference to "majority rule" in the first and last paragraph represents the only successful attempt to use a core democratic value. The reference to "Liberty" is more in line with colloquial usage than the true meaning of the core democratic value of liberty. The attempt to use "Justice", though moving closer to the intent of the core democratic value, does not demonstrate a clear understanding of the concept. The references to the data section in the bottom half of the first paragraph is more than enough to receive credit for this element. The student appears to be addressing the prior social studies knowledge element in the third paragraph, but the "historical" knowledge referenced was judged to be of too personal a nature.

Answers and Scores

ANOTHER ROAD TO THE PRESIDENCY (pages 6-7)

#30 B #31 A #32 D #33 C #34 B

MANUFACTURING CENTERS AND THE ENVIRONMENT (page 8)

ENERGY CONSUMPTION IN THE UNITED STATES (page 13)

	Task I	Task II
Sample Response 1	B	2
Sample Response 2	B	0
Sample Response 3	B	1
Sample Response 4	B	0

SKATEBOARDS AND IN-LINE SKATES ON PUBLIC SIDEWALKS (page 28)

Task I #23 B

Task II #24

Letter 1	SCORE = 4	(see page 37)
Letter 2	SCORE = 4	(see page 37)
Letter 3	SCORE = 1	(see page 38)
Letter 4	SCORE = 0	(see page 38)
Letter 5	SCORE = 2	(see page 38)
Letter 6	SCORE = 3	(see page 38)
Letter 7	SCORE = 4	(see page 39)

GOVERNMENT-REQUIRED TELEVISION PROGRAMS (page 40)

Task I #49 A

Task II #50

Letter 1	SCORE = 4	(see page 49)
Letter 2	SCORE = 4	(see page 49)
Letter 3	SCORE = 1	(see page 50)
Letter 4	SCORE = 3	(see page 50)
Letter 5	SCORE = 2	(see page 50)
Letter 6	SCORE = 3	(see page 51)